Managing Congenital Hyperinsulinism at School

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Dina

- Mom of Ashlee (18), HIHA
- 11 year of elementary school teaching
- 6 years of building principal
- 3 years as Executive Director-Curriculum and Instruction
Kathleen

- Mom of Kaylee (12), HIHA & classified with a learning disability
- 3 years teaching Early Intervention & SEIT
- 7 years as Elementary Special Education Teacher
- 12 years as a Secondary Special Education Teacher
What School Should Be

- Fun
- Exciting
- Accepting
- Nurturing
- Friendships
- Safe
- Team Approach
  - Teachers
  - Principals
  - Office Staff
  - Building Staff
  - Special Education Staff *if needed
How Will They Meet My Child’s Needs?

- Schools are not obligated to provide nurses
- Schools must use and train current staff for medical accommodations
- Schools must provide choices and implement plans based on the individual needs of your child
  - Medical Plan
  - Section 504 Plan
  - IEP (Individualized Education Plan)
Main Options for medical

- **Medical Plan**
  - Not legally binding
  - Very detailed information about the child and the child’s care. Created with education team.

- **Section 504**
  - Legally binding
  - Very detailed information about the child and child’s needs. Created with education team.
  - Function of General Education
  - Accommodations including medical needs and classroom setting/altered learning environment.
  - Plan reviewed (at least) annually or more frequently if needed.
1. The student has a physical or mental impairment AND the physical or mental impairment substantially limits one or more major life activities or bodily functions.

2. Sources of Data:
   1. Grades, parent report, teacher report, school records, individual achievement tests, work samples, medical reports, and psychological reports

3. Major life activities substantially limited:
   1. Bending, breathing, caring for one’s self, communicating, concentrating, eating, hearing, learning, lifting, performing manual tasks, reading, seeing, sleeping, speaking, thinking, working, etc.

4. Major bodily functions substantially limited:
   1. Bladder, bowel, brain, circulatory system, digestive system, endocrine system, immune system, neurological system, normal cell growth, respiratory system, etc.
Main Option for HI child with a disability

IEP (Individualized Education Plan)

- Function of Special Education
- If you think child is having difficulty learning/in the classroom you must make a request for testing for special education services in writing.
- Child will then be given a battery of standardized testing
- A CSE will be held to determine if services are appropriate.
- The CSE will determine which of the 13 classifications are appropriate.
- IEP is then developed at meeting (with goals, accommodations etc)
- Legally binding
- Child must have updated testing every 3 years to determine eligibility
IEP Process
13 Disability Categories

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Learning Disability
10. Speech/Language Impairment
11. Other Health Impairment
12. Traumatic Brain Injury
13. Visual Impairment
YOU HAVE THE RIGHT TO REQUEST EITHER ONE

What can I do to be prepared for this process?
- Documents with details about HI (Dr.’s office notes, other medical data)
- Emergency Sheet created with medical requirements
- A collaborative mindset going in

What are some key things I should know about this process?
- HI, as a medical diagnosis requiring specific care and monitoring, will make your child instantly eligible for a 504. It does NOT make them instantly eligible for an IEP.
- Remember: Eligibility for an IEP MUST include an identified disability which impedes learning to the point that a child requires specialized instruction.
Understanding Least Restrictive Environment (LRE)

**Least Restrictive Environment (LRE)**

- **General Education Classes**
  - No Supports
  - Inclusion
    - Special Ed Teacher supports within the General Ed Classroom
    - Resource Room
      - Students are pulled out of their regular classes to meet with resource teacher.
    - Self-Contained
      - Students are taught by special education teachers with other special education students only.
    - Separate Schools
      - Students attend schools specifically for students with disabilities
    - Residential
      - Students permanently reside at their school for special needs

**Goal!**
Possible Classroom Supports: Altered Learning Environment

- Air conditioning
- Access to a nurse or trained professionals
- Unlimited access to bathrooms
- Unlimited access to drinks and snacks
- 1:1 Aide
- Testing flexibility
- Homework flexibility
- Flexibility in scheduling (lunch, recess, specials)
- Accessibility of supplies, materials, and lessons
- Home Instruction if absences due to HI
Possible Classroom Supports: Altered Learning Content

- Completely individualized based on your child’s individual academic needs and your district/school curriculum.
  - Determination of these items will be determined based on assessment results, teacher/team recommendations, and parent input.
  - Goal is meeting the child’s needs in the least restrictive environment.
Don’t Forget

- Early Intervention
  - Designed for babies and toddlers
  - HI babies qualify based on the medical diagnosis
  - Seek out your town/city/county Early Intervention Program
    - Call Health Department if unsure
  - Evaluation is free of charge
  - These services will roll-over into K-12 education

http://ectacenter.org/contact/ptccoord.asp

Early Intervention is Key
Sample Materials

- Copy of Medical Plan (editable)
- Copy of IEP
- Glucagon Emergency Kit Instructions (with pictures)
- HI Brochure
- HI Information
- HIHA Information
- Sample Blood Sugar Chart
- Testing Procedures
QUESTIONS?

Contact Information

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